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ABSTRACT

This handbook for tutors participating in the federally funded Operation Success Special Services Program, one of the college level TRIO programs designed to aid students from disadvantaged backgrounds, was compiled with the cooperation of tutors at the Wichita State University. The first section describes the needs of the students being tutored and discusses student centered learning and time allotment; it includes flow charts designed to help the tutor understand the overall learning process. Section II presents the tutor's responsibilities, necessary skills, and general information about how to conduct the tutoring sessions. Section III considers stress and stress management. Section IV describes the concept of peer counseling and gives tips on how to be most effective in this role. Section V discusses learning theories and styles, and section VI presents a variety of studying techniques: note taking, preparing for taking exams, time management, and strategies for motivating the students. The booklet includes many checklists and flow charts to aid the tutor in preparing for and accomplishing the task of assisting disadvantaged fellow students. (CG)

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OPERATION SMILE

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

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FOREWORD

With the beginning of the 1980's, the need for the expansion of the concept of education, social justice and civil rights brought about a sharp awareness that, for a large proportion of youth, our schools were failing in their basic task of providing equality of opportunity.

Compensatory and remedial programs were introduced in the sixties including the concept of TRIO educational projects. However, even in this computer age there is a widely felt need to critically upgrade the academic performance of the college student.

Special Services Program, which is one of the TRIO programs at the college level, assists disadvantaged young persons to gain their academic potential through access to tutorial assistance.

Tutors are themselves students and often find themselves in a position where they wish there were resources to assist them to succeed in their tutoring.

The major purpose of this handbook is to provide a simple aid to college students who are tutors. It is not possible for a single source to cover all the complex issues a tutor has to encounter. We have tried to include the most essential resources with checklists, follow-up activities, tutoring tips, and steps to plan and structure the tutorial process.

I am indebted to each one of the one hundred and sixty tutors (during the past five years) of the Tutorial Component of Operation Success at Wichita State University who have been providing feedback to make this handbook a success.

Deema de Silva

Deema de Silva
Director, Operation Success
Special Services Program
Box 81 Wichita State University
Wichita, Kansas 67208

Success is not a matter of position or possessions. It is a frame of mind. It is the satisfying feeling of a life spent in a worthwhile way, and a feeling of service rendered.

- Stephen M. Paulson

THE "BIG PICTURE"

A. Systems Approach

B. Common Needs of Our Target Population

C. Student Centered Learning--Present Model

D. Time Allotment Chart

E. Action System and Performance Range

F. Model of Program

A SYSTEMS APPROACH TO ACHIEVING THE OBJECTIVES OF THE SSDS PROGRAM AT WICHITA STATE UNIVERSITY

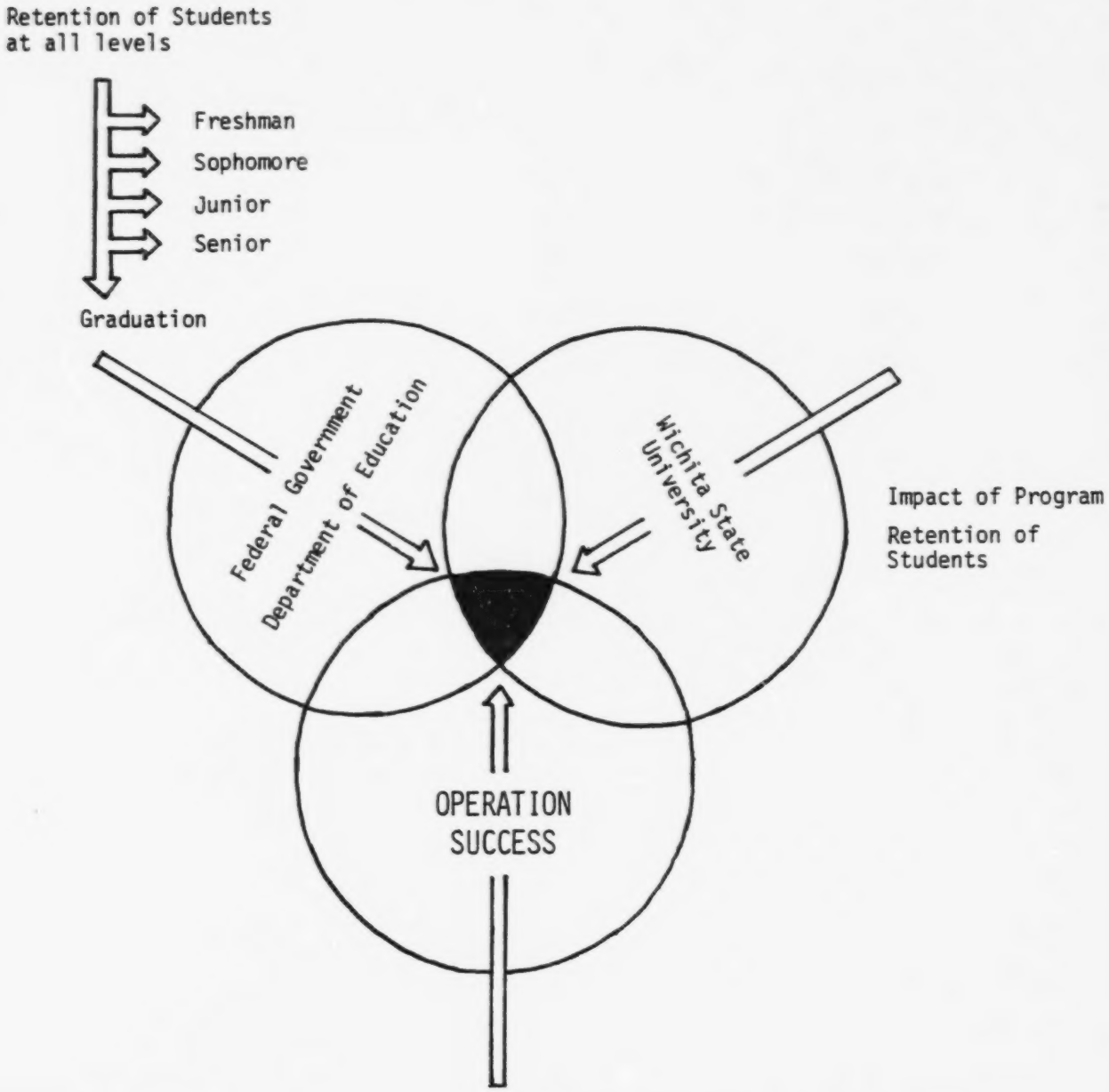


FIGURE 1

THE COMMON NEEDS OF OUR TARGET POPULATION

by Mario Ramos

1. The need for recognition: This need is a must for all adults as well as for any student. These students should be recognized and treated as mature adults. When students are not doing well, we want this to be recognized early in order to provide them with the proper help and services. In addition, when students are performing well, we want to recognize them for their achievements. For example, we send out the Certificates of Recognition for a 3.0 or above for the semester.
2. The need for support: This is a vital need; students feel more secure in knowing that they have support from their families, friends, and our staff. Although we cannot offer them support from home, we can serve as a friend as well as staff personnel in giving needed support. Remember, we are Supportive Services.
3. The need for confidence: This need is directly related to treating the student like a mature adult. When meeting, advising or counseling students, try as much as possible to show confidence in the student's ability to recognize and solve his or her own problems. Usually when there is a problem, students know the solution; however, they may just need to discuss it with someone.
4. The need for peer acceptance: There could be nothing more drastic for an incoming freshman than not being accepted by his peers. This could happen if a student is too shy or too aggressive. If the student is too shy, try involving him in the inner-dorm activities. However, if he is too aggressive, try discussing his reasons for feeling threatened by his environment.

5. The need for adapting to the Wichita State University community: It is often said that W.S.U. is a separate community within the larger community, and this is true. Therefore, in order for a student to have a successful career here at W.S.U., he must assimilate into this community and grow to feel that it is an integral part of him. This includes obeying all laws and guidelines, as well as having one's rights protected.

6. The need to understand the Wichita State University power structure: Since W.S.U. is a separate community, it has its own power structure. A student having knowledge of this and of the nature of the power structure is better equipped to deal with many of the bureaucratic hassles that he is sure to encounter. Also, he is better equipped to deal effectively with the Wichita metropolitan area job market.

7. The need for understanding the Financial Aid process: Since higher education is not free, some of the first problems students will encounter will be those concerning money. Therefore, it is necessary that we understand the financial aid process so that we can answer questions about a student's aid, or direct him to the proper people.

8. The need to understand that success is possible through delayed gratifications: Since most incoming students will be moving away from home for the first time, they will be facing new responsibilities in terms of budgeting time, setting priorities, and obtaining goals. All too often most fail because of overindulgence in self-gratification. This one method of obtaining success is through postponing gratification and taking on responsibilities.

OPERATION SUCCESS SERVICES
STUDENT CENTERED LEARNING

PRESENT MODEL

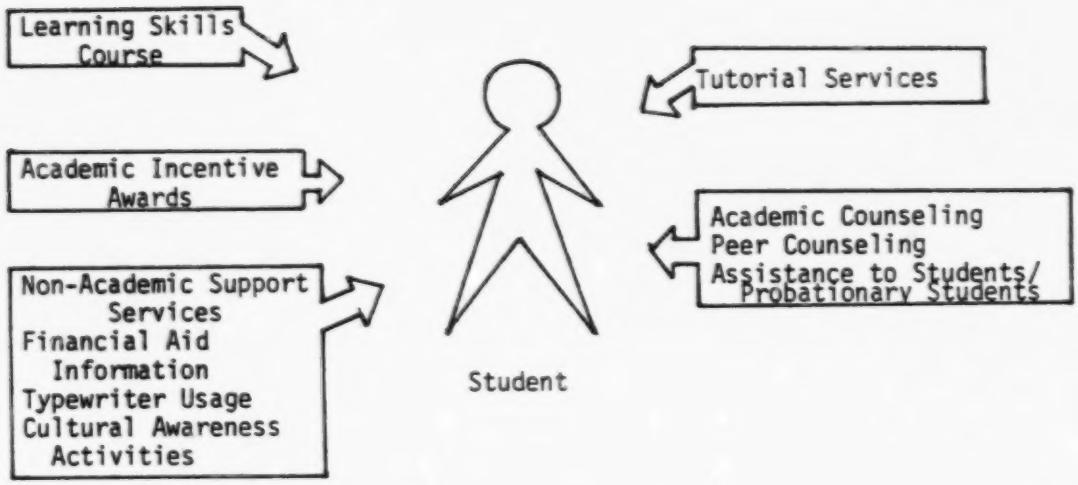


FIGURE 2

TIME ALLOTMENT CHART

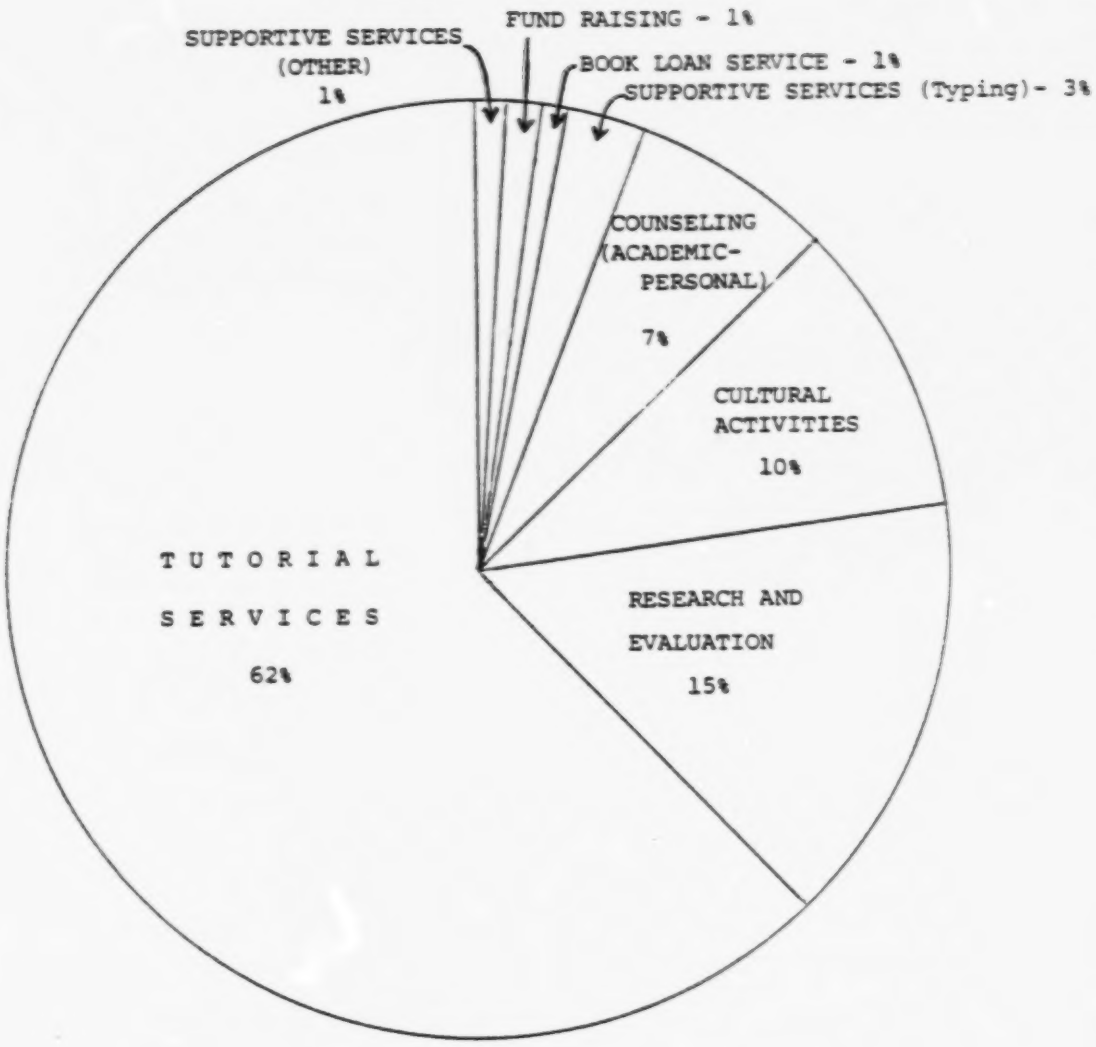


FIGURE 3

ACTION SYSTEM AND PERFORMANCE RANGE FOR OPERATION SUCCESS

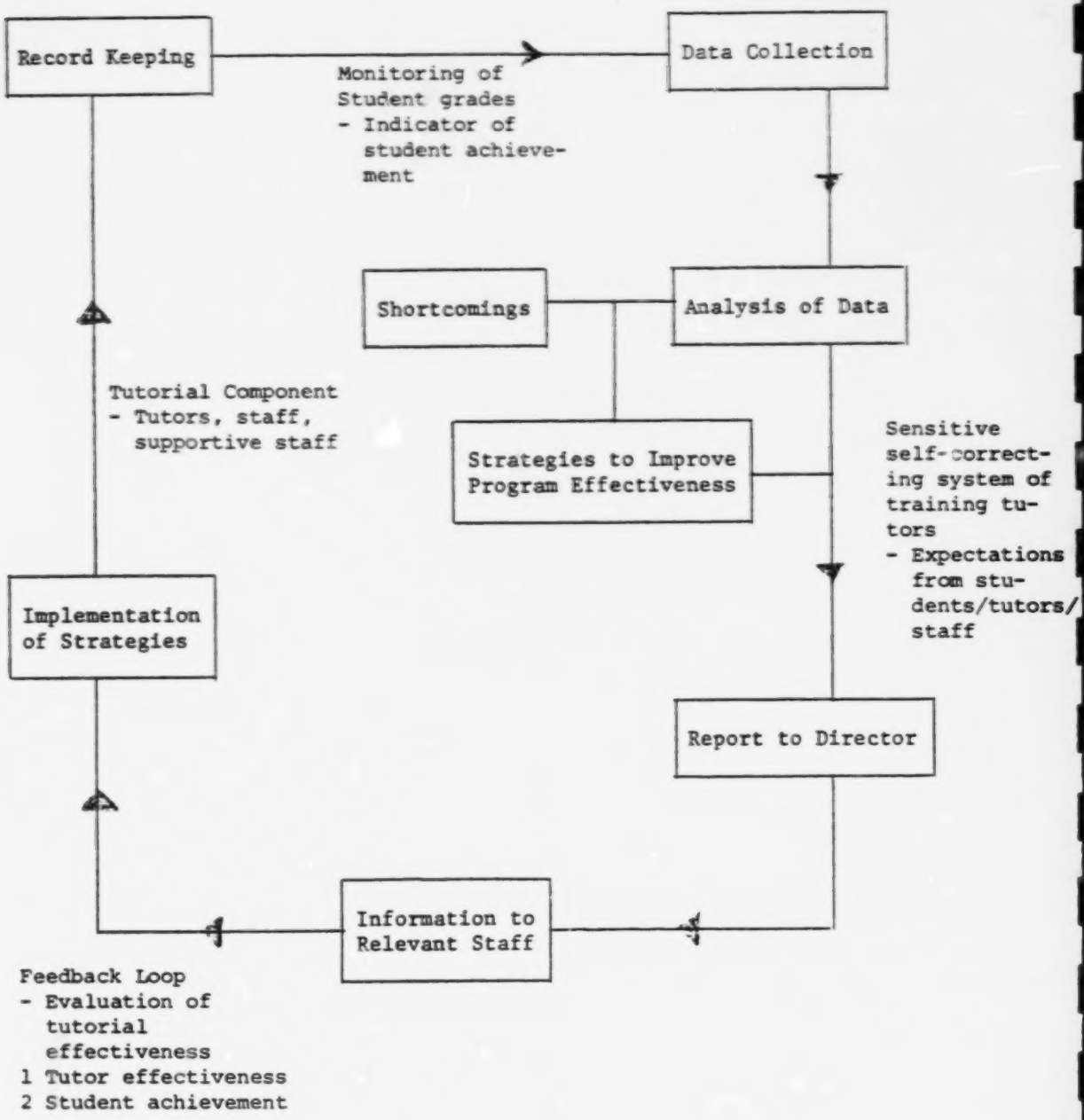


FIGURE 4

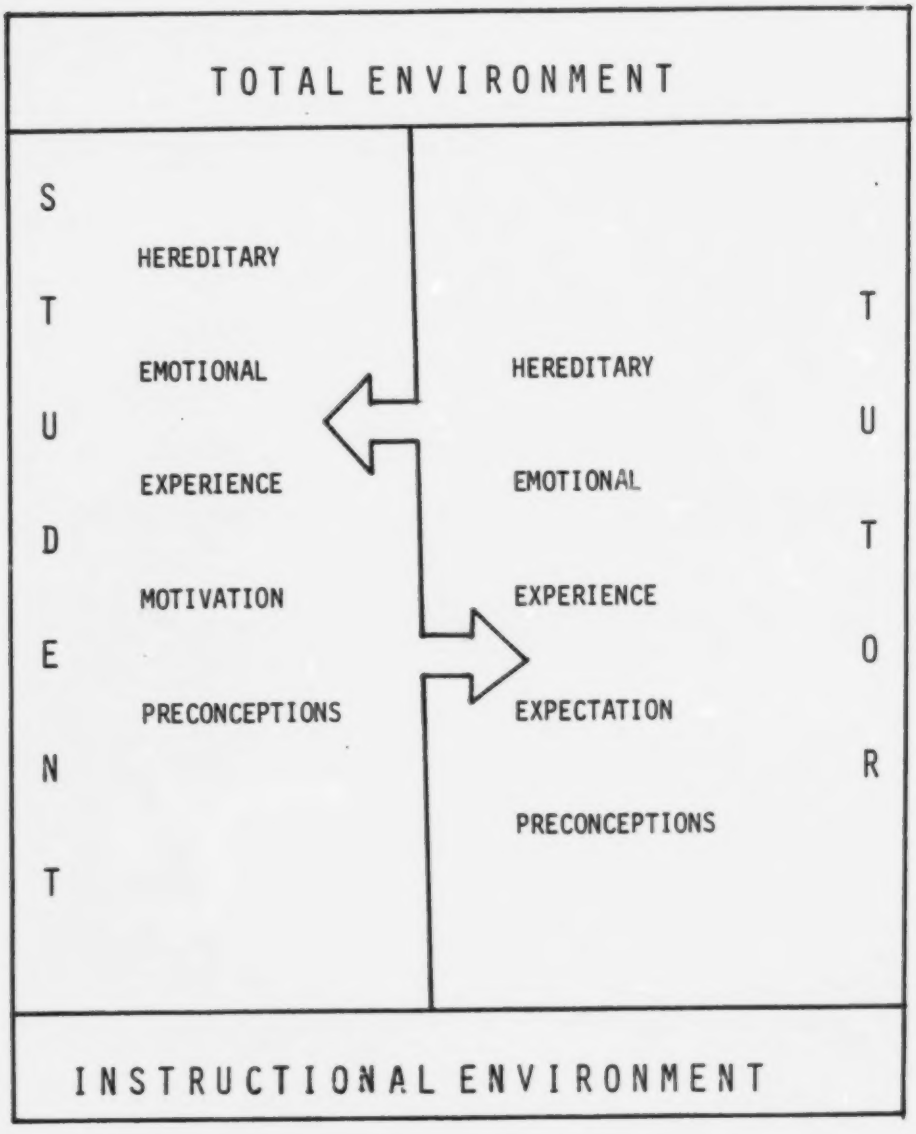
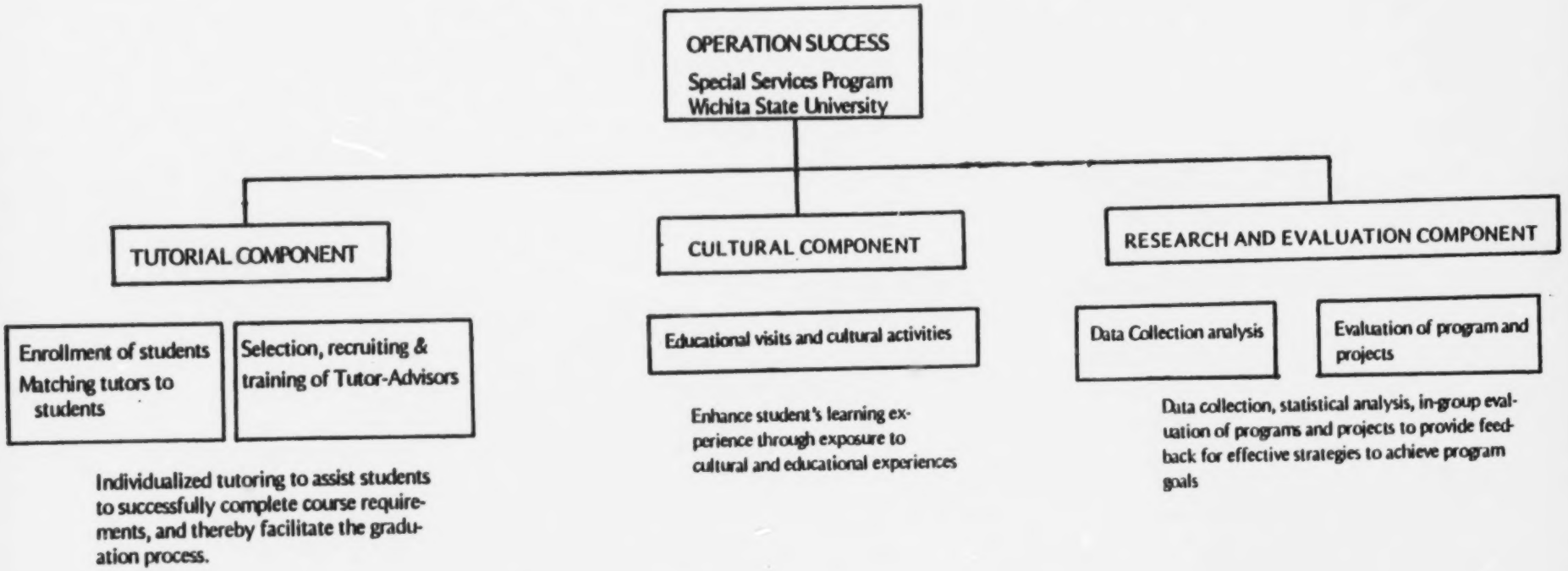

TOTAL ENVIRONMENT
STUDENT
HEREDITARY
EMOTIONAL
EXPERIENCE
MOTIVATION
PRECONCEPTIONS
TUTOR
HEREDITARY
EMOTIONAL
EXPERIENCE
EXPECTATION
PRECONCEPTIONS
INSTRUCTIONAL ENVIRONMENT

FIGURE 5


OPERATION SUCCESS
Special Services Program
Wichita State University
TUTORIAL COMPONENT
CULTURAL COMPONENT
RESEARCH AND EVALUATION COMPONENT
Enrollment of students
Matching tutors to students
Selection, recruiting & training of Tutor-Advisors
Educational visits and cultural activities
Data Collection analysis
Evaluation of program and projects
Individualized tutoring to assist students to successfully complete course requirements, and thereby facilitate the graduation process.
Enhance student's learning experience through exposure to cultural and educational experiences
Data collection, statistical analysis, in-group evaluation of programs and projects to provide feedback for effective strategies to achieve program goals

Model of Program: Deemathie de Silva

If you treat an individual as he is, he will stay as he is. But, if you treat him as if he were what he ought to be, he will become what he ought to be and could be.

GOETHE

TUTORING

A. Who is a Tutor?

1. Job Description and Objectives
2. Responsibilities
3. Skills Needed to be an Effective Tutor
4. Ten Commandments for Tutor-Advisors

B. Policies for Tutors

C. Tutoring Process

1. General Tips
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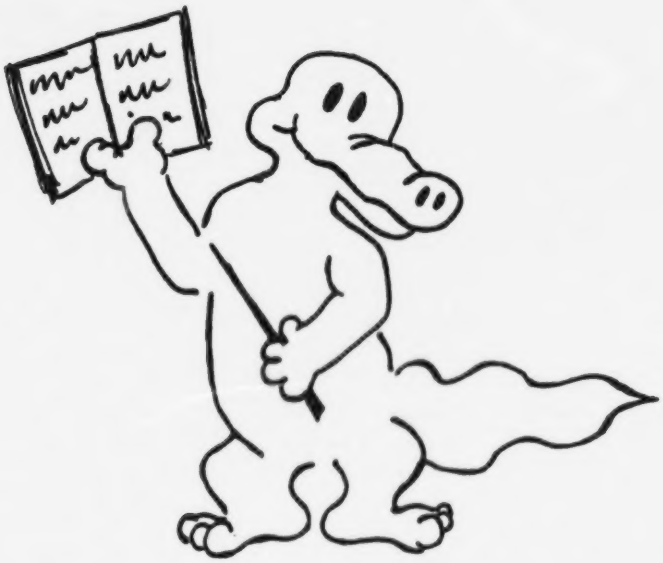


Job Description

The tutor-advisor is responsible for the delivery of tutorial services to project students on a one-to-one basis. Tutor-advisors are students currently attending WSU and are required to have a minimum cumulative G.P.A. of 3.0 or 3.0 in subjects tutored. Tutor-advisors are selected for competency in specific subject areas, interest and awareness of problems facing the economically disadvantaged student and willingness to serve as a role model for academic success. They must be sensitive to the students' needs and able to communicate well and relate meaningfully to fellow students. Tutor-advisors are responsible for reporting to the Program Counselors. Daily attendance sign-in and attendance at the weekly meeting with the Program Counselors are required. Contact slips of tutoring sessions are required for each student that the tutor-advisor meets with during each week.

Operation Success

TUTOR TRAINING AND ORIENTATION

Operational Objectives For Tutors

The Tutor will:

A. Understand that students who enroll in OPERATION SUCCESS are from a disadvantaged background and therefore their process of academic learning may not be similar to yours.

B. Understand that they are your peers but are in need of assistance to learn certain academic skills and that they look to you for direction.

C. Empathize with the position of your student and counsel your student to the best of your ability.

D. Maintain a balance in your role as a tutor and peer-counselor.

E. Utilize a variety of methods to enlighten your student, the need for academic excellence.

F. Use interaction with your student and feedback as an important factor in instruction, changing techniques or increasing motivation.

G. Assist your student to establish positive learning attitudes and habits in relation to his or her college courses.

H. Establish reasonable expectancies with learners and demand adherence to them.

August 19, 1984

Deema de Silva

Wichita State University, Campus Box 81, Room 309 Grace Wilkie Hall, Wichita, Kansas 67208. Telephone: (316) 689-3715, 689-3716.

Special Services Program

TUTOR-ADVISOR: OPERATION SUCCESS AGREEMENT

The purpose of the program at OPERATION SUCCESS is to identify and help qualified individuals who are the first in their families to attend college, and/or who are from low-income families. As Tutorial Staff Members, your objective will be to assist these students through their courses and assist them to graduate from Wichita State University, and to provide other special supportive services, such as peer counseling and those mentioned in the Management Calendar.

To help ensure that this program objective is realized, we have hired you, _____ to play a key role in the entire managerial and instructional process at OPERATION SUCCESS. The basic policies and expectations of the tutors will be explained to you during the Tutor-Training and Orientation at the beginning of this semester. We expect that your competency and integrity will contribute to the success of this program.

I, hereby, understand that I will work diligently and effectively in the program at OPERATION SUCCESS in order to achieve the program objectives. I furthermore agree to attend all weekly staff meetings or make a suitable arrangement with the program counselors.

_____ _____

(Signature) (Date)

(To be signed and returned to OPERATION SUCCESS for permanent filing)

Wichita State University, Campus Box 81, Room 309 Grace Wilkie Hall, Wichita, Kansas 67208. Telephone: (316) 689-3715, 689-3716.

Responsibilities

General Responsibilities of the Tutor-Advisor:

- Encourage student utilization of academic and tutorial assistance offered by OPERATION SUCCESS.
- Deliver and relay program-related materials to students; i.e. notification of workshops, cultural activities, etc.
- Monitor students' academic progress via one-on-one contacts
- Attend weekly tutor-advisor meeting
- Sign daily attendance sheet and fill out time sheets each pay period
- Complete evaluation forms for purposes of monitoring student progress, and program effectiveness

Tutoring Responsibilities of the Tutor-Advisor:

- Acquaint the student with the basic subject matter
- Help motivate the student by building their self-confidence
- Be positive and considerate when working with the student
- Be punctual; try not to keep students waiting
- Be attentive and listen to what the student has to say
- Give out both positive and negative feedback
- Admit that you don't know when asked a question you can't answer; refer student to someone who can help them
- Encourage independence in the student; don't do homework for him/her
- Help incorporate study skills for specific subject matter to enable student to learn and study more effectively
- Never "talk down" to the student
- Maintain an attitude reflective of genuine concern
- Know your own limitations; refer the student when necessary

SKILLS NEEDED TO BE AN EFFECTIVE TUTOR

I. Explain the Subject Matter

A. Start explanation at an appropriate level. Find out where the problem is.

B. Break the problem down into its smallest parts.

C. Go from the simple to complex, the concrete to the abstract.

D. Be organized and clarify material in a way that is efficient and useful to student.

E. Work with a student instead of talking at the student.

F. Make use of models and examples; even have the student contribute examples.

G. Know where, how, and when to go for help when your knowledge, skills, and training are insufficient.

H. Give the student the pencil; both of you can work the problem while you're explaining it.

I. If necessary, teach student to outline, to summarize, and to underline effectively.

II. Making Tutoring Go Smoothly

A. Set up clear expectations in regard to things like homework, attendance, and punctuality.

B. Lay out the consequences of not following the expectations.

C. Be firm; don't be afraid to be a "bad guy" - but be sensitive to feelings.

D. Extend yourself.

III. Helping the Student to Become Independent and Confident

A. When a student asks you a question, instead of answering it, give it back to the student.

B. Ask leading questions to get a response from the student.

C. Allow enough waiting time for student to complete simple learning before moving on to more complex situations.

D. Be patient and help the student to learn to rely on his/her actions to acquire knowledge and gather information independently.

E. Realize that a student may not answer a question or do a problem for fear of making a mistake. Try to get an answer out of the student. Let the student know that it's all right to make a mistake.

F. Talk on an equal level with student, not down to him/her.

G. Periodically point out progress; when the student does well, say so.

H. Reassure the student about his/her own capabilities.

I. Teach the student how to self-check.

J. Do not do the work for the student; give the student the pencil, but help diagnose what is going wrong and how to improve the situation.

K. Don't embarass the student; make them feel free to ask questions without fear of rejection.

IV. Communication

A. Keep the appropriate staff informed on how the tutoring sessions are going. If you need to talk to anybody, don't hesitate.

B. Remember, other tutors are a good resource.

C. Be open with your student. Let your student know what's going on in your head.

D. Find out what's going on in your student's head.

E. Be honest and sincere.

V. Developing a Tutor-Student Relationship

A. Show a genuine concern for your student and sensitivity to their needs.

B. Be a friend.

C. Try to understand your student; probe attitudes and motivation which may hinder their learning.

D. Be aware that outside influences may affect academic performance. At times, a counselor-type role may be appropriate.

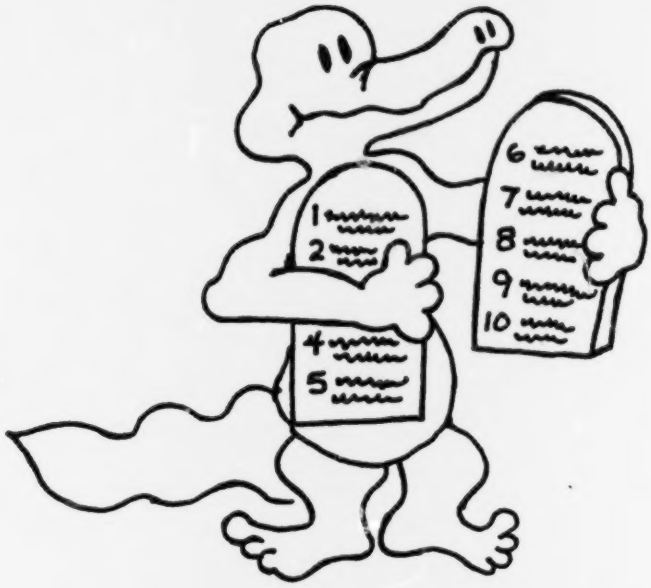
E. Realize every student is different; be flexible.

F. Admit your own lack of knowledge. Don't let the student think you're perfect. Perfect people are hard to deal with.

G. Be honest, open, sincere, patient, understanding, flexible, and firm.

H. Realize that a tutor-student relationship is very similar to any other relationship; it takes open honest communication by both persons.

VI. Keep Your Student Informed on Important Dates



TEN COMMANDMENTS FOR TUTOR-ADVISORS

I. Thou shall check thy mailbox daily.

II. Thou shall sign in when reporting to work.

III. Thou shall turn in time sheets on time.

IV. Thou shall not make any long distance calls...UNDER ANY CIRCUMSTANCES.

V. Thou shall limit local calls...People may be trying to call in.

VI. Thou shall not use disruptive or vulgar language in the office.

VII. Thou shall not go into file or supply cabinets without permission.

VIII. Thou shall not use a tutoring room reserved by another tutor.

IX. Thou shall aspire to be "Tutor-of-the-Month" at least once a semester.

X. Thou shall respect OPERATION SUCCESS as thou respects THYSELF.

Policies for Tutors

1. Tutors must respond to program philosophies and responsibilities. Tutors may tutor/work a maximum of 20 hours a week. Additional hours require Director approval.

2. All tutors must report to OPERATION SUCCESS office during the first week of each semester to fill out new class schedules, add courses to their tutoring list and provide their current address and phone.

3. Tutors are required to attend weekly tutorial meetings conducted by the Program Counselors.

4. Students are matched with tutors based on who is the best possible tutor for each student.

5. The length of each meeting is recommended as a 1 hour session with the maximum amount of 3 hours per week for the first course. Additional hours and courses must be approved by Program Counselors and the Director.

6. A student who may know that you are tutor and who would like direct help from you should be referred to the OPERATION SUCCESS office for registration. There are guidelines our program has to follow in considering program participants.

7. Tutors are notified of assignments by the Program Counselors. It is important that if the assigned tutor cannot accept an assignment they notify the counselors so the student can be assigned to another tutor.

8. It is essential for tutors to keep an appointment with assigned students. If an emergency prevents you from keeping an appointment or delaying you from arriving on time, call your student in advance of the appointment and reschedule the session.

9. For each tutored student, tutors must complete a contact slip for the student. The contact slips are essential for documenting the progress of the student.

10. If a student fails to keep an appointment on a regular basis, the tutors should notify the Program Counselor of the situation. Students who miss will be notified by the counselor that sessions will be terminated unless they express a willingness to continue the sessions.

11. Evaluation of tutor performance is based on reliability, initiative, cooperation, and seriousness of attitude.

12. All tutoring is conducted on a one-on-one basis unless otherwise approved by the Program Counselors. Tutorial sessions with approval concerning more than 1 student carries double the normal pay rate for those sessions.

13. The tutor shall be knowledgeable concerning the content and progress of the course; they shall also be attentive and considerate of the student's ability.

14. Tutors are required to check in daily for messages (either in person or by phone) during 8 AM - 5 PM (office hours).

15. Excessive absences on the part of the student and/or the tutor will lead to appropriate action by staff.

16. Tutors are paid up to 20 hours per week according to the pay rate agreed upon at the time of hiring.

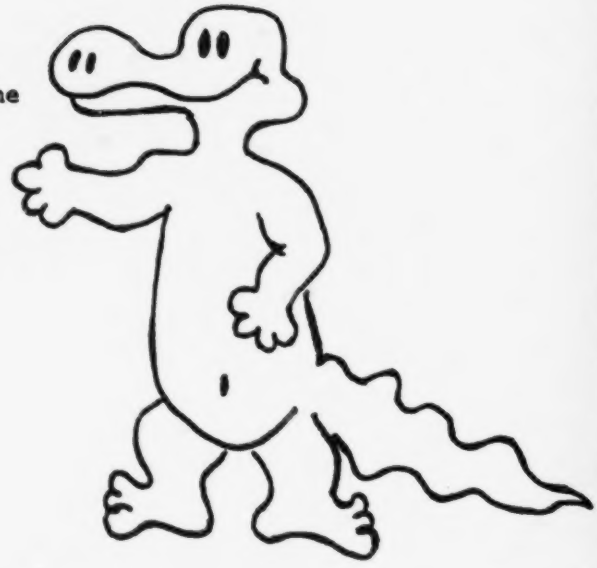
17. Program Counselors are to be informed of any changes after the initial assignment is made (e.g. courses dropped, meeting times or days changes, availability to tutor, etc.).

18. If, at the end of the 15 minute score period, a tutor wishes to receive compensation he/she can check with the Staff for available work in office.

19. Tutors are paid only for actual sessions, meetings and designated projects, including lengthy program evaluations.

20. Tutors are required to fill out and complete all forms pertaining to tutorial services.

General Tips



- Relax and be yourself.
- Get acquainted with the student during the first session; to tutor effectively you must establish rapport with the student.
- Be flexible but maintain consistency.
- Be patient but firm.
- Be familiar with your subject area.
- Become informed of student's academic preparation.
- Develop goals and set objectives with students.

Tips for First Session

- Be sure you and the student have names, a place and the time straight when you set up the first appointment.
- For the first session, ask your student to bring the text, the syllabus and any other pertinent information on the course. This will enable you to get an idea of what the course is like and what will be required of both you and the student.
- To build rapport, talk about mutual interests with the student and, above all, listen.
- Devote most of the first session to an evaluation of the problems the student is having. Some things to consider are:
  1. Does he understand the assignments and know what is expected of him?
  2. Does he understand the reading and vocabulary?
  3. How are his study skills; does he take good notes?
  4. Does he have difficulty with the basic concepts?
  5. Does he have personal or family problems which may be interfering with his ability to concentrate on academics.
- Begin tutoring at a level well within the grasp of the student. This will provide an atmosphere that will build the student's confidence and indicate success.

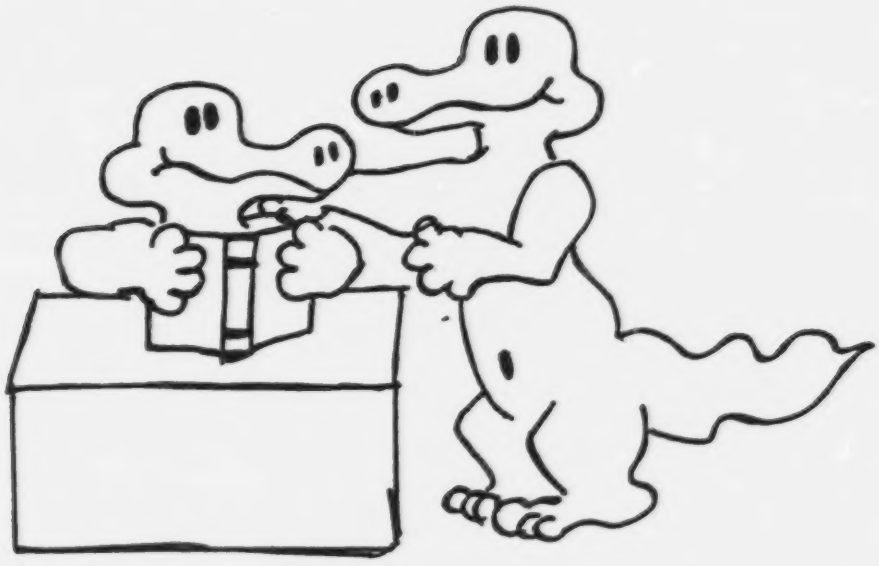
Outline For Initial Meeting With Your Students

This is your guide to be used as you meet with a student for the first time.

Personal Interview - Seek the following information:

1. Classification (Freshman, Sophomore, etc.).
2. Number of semesters at W.S.U. (other schools also).
3. Major or main interest if undecided.
4. Number of hours currently enrolled (note other courses)?
5. Number of hours working - where - schedule?
6. Course in which help is needed:
   a. Repeat? b. Any related courses? c. Background?
7. Instructor's name - any information about him (do you know someone who took a course under him or her?)
8. Study Skills: Administer Survey of Study Habits and Attitudes (Score after your interview is completed)
9. Personal Situation:
   a. Do you foresee any problems that would impede your success,
   b. Transportation,
   c. Health,
   d. Communication (how we can get in touch?)
10. Convenient time for you to meet.
11. Tutor/Student Contract - do you fully understand? Do you have a copy?
12. Any questions he/she has of you?

Your interaction should be conducted in such a manner as to display you as a patient and empathetic listener. Empathy is the intellectual identification with the feelings, thoughts, and attitudes of another person. Remember that the feedback you receive from your student is valuable for you to develop a positive tutor-student relationship towards an endeavor.



Tips for Later Sessions

- Generally, the less work you do for the student the better. A good tutor spends most of the time asking questions, listening, and helping the student to think for themselves rather than lecturing them.

- Don't be guilty of underexpectation or underestimation of your student. If you expect little from your student, little will be produced.

- Always be on time and stress punctuality to the student also. If you are late, the student will doubt the sincerity of your concern; if the student is late you will doubt the sincerity of their need.

- Determine the problem the student is having in a specific area as soon as possible.

Three possible problem indicators are:

1. The text is confusing; this indicates the problem might be vocabulary or difficulty in reading with understanding.

2. The student cannot understand the instructor; the problem might be with note taking and/or academic vacabulary.

3. The tests and assignments are confusing; talk to the student about test strategy and check with instructor for clarification on assignments.

- If you don't know an answer, tell the student you don't and then follow through and find the answer by contacting the instructor or going with the student to ask the instructor.

- Be a friend and a peer counselor as well as a tutor.

- Be aware of the responsibilities of a tutor and make sure the student is aware of their responsibilities.

- Be aware of Special Services responsibilities and refer the student to Special Services when there are problems you cannot handle.

- Contact the program counselors immediately if for some important reason you cannot continue to tutor a student. Be sure to explain the situation to your student and inform them arrangements will be made for a different tutor if necessary.

- If a student you are working with seems to have lost his will or motivation to survive in his class counsel him and encourage him.

- If the student needs help in study skills; determine the problem area(s) and concentrate on that area(s). Three main areas are:

  1. Time management.

  2. Memory and concentration.

  3. Reading and taking notes on text or other assigned materials, taking lecture notes, and preparing for and taking tests.

SPECIAL SUGGESTIONS FOR SPECIAL SITUATIONS

OR

HOW TO KEEP YOUR COOL WHILE TUTORING

1. Pursue your students (THE POWER OF POSITIVE THINKING).
2. Encourage tutoring sessions on a regular basis (TIRED OF AN EMPTY CALENDAR?).
3. Do not act surprised by a student's deficiencies (TEST YOUR PATIENCE AND HUMILITY).
4. Do not do the work for your student (LET YOUR LAZY STREAK HANG OUT).
5. Insist that your students write first drafts of papers (HOW TO DEAL WITH NIGHTMARES).
6. Teach the student how to resolve student/instructor problems (HOW TO MAKE INSTRUCTORS LOOK HUMAN).

7. Discourage last minute request for tutoring (ANSWER THE PHONE WITH A YAWN DURING THE FINAL WEEK).

8. Get suggestions from your student's instructors (HOW TO SOLVE A MYSTERY).

9. Keep the program counselors informed (HOW TO KEEP THE PROGRAM COUNSELORS HAPPY).

Handbook for Students, Office of Student Tutoring Services, Aquinas College, Grand Rapids, Michigan.

> Time enters into efficiency in every activity. The essence of efficiency is economy of energy, space and time. The well-organized life leaves time for everything... Time is not used up in regretting, or in trying to live life retroactively, or in explaining why something needed has not been done.
>
> - Anonymous

STRESS MANAGEMENT

Stress and Stress-Reducing Techniques

A. Assertiveness

B. Time Management

STRESS AND STRESS-REDUCING TECHNIQUES

Stress has been defined as a physiological reaction that occurs when a person faces a threatening or unfamiliar situation, which creates a physical or emotional strain on the body or mind. Examples of physical stress include extreme heat or cold, overwork, malnutrition, and injuries. Emotional stress can result from hate, fear, love, anger, anxiety, frustration, tension, grief, or joy. Some common responses to stress include increased blood pressure, tension, and headaches. Stress leads to fatigue; it simply wears a person out. No one can avoid stress but everyone has the capacity to control their reaction to stress by recognizing signs of stress and applying techniques to reduce the stress before it leads to serious physical or emotional problems. Stress mainly does two things: it sustains tension and it spends energy.

Stress is a natural, and often, inevitable consequence of tutoring. Daily paperwork, student no-shows, and ineffective time management are all potential sources of stress. In order to be a better tutor, stress management is very important. Therefore, one needs to find ways to reduce tension and replenish energy. The regime for managing stress is different for each individual and each situation, but the goals are the same: to reduce tension and keep up energy. Two important techniques which will aid in accomplishing these goals are assertiveness and efficient time management.

Assertiveness

Assertiveness is defined as standing up for one's rights, without infringing upon another's rights. This is done through direct and honest

communication and without resorting to aggressiveness. Assertive behavior includes speaking in a firm and confident tone while looking straight at the person being spoken to. The facial expression should match the verbal message that is being conveyed. Assertive behavior is an effective way to help avoid stressful situations.

Assertiveness is very important in the first tutoring session. The student must be told exactly what is expected of him/her as far as punctuality, missed sessions, and homework are concerned. The student must also know what he/she can expect from the tutor. Clear expectations will create fewer opportunities for stressful situations during the rest of the semester.

Assertiveness is also important throughout the semester. The tutor has the right to say no, without feeling guilty, to the student who constantly wants to meet outside of scheduled times or calls at 10:00 the night before a test and wants help in reviewing. In these and similar cases, the student should be reminded of the terms of the contract that was signed during the first session. Expectations should be periodically reviewed during the semester to head off the possibility of stressful situations occurring later on.

Time Management

Time management is another effective way to reduce stress. Efficient time management consists in making the most of the time one has. Time management is especially important for tutors. Trying to arrange 10-20 hours of tutoring a week and allowing enough time for personal studying and recreation requires some planning. Below are some suggestions on time management that can help reduce stress.

1) Prepare a daily or weekly activity sheet with activities in their appropriate time slots. Block off time for school,

work, study, and recreation; however, make sure that the breakdown is realistic. Carry this sheet along and use it when scheduling convenient tutoring times with students. Show the student what time is available and work from there.

2) Anticipate what might happen in the future and have a back-up plan. If a student does not show up, what can be done in the free time? If a student wants to re-schedule a session, what activities can be exchanged to clear an appropriate time slot? Plan on the unexpected happening!

3) Learn to say "NO." Don't take on extra responsibilities that require more time than is available. Be assertive and say "NO" to the student who wants more than 3 hours of tutoring a week or who wants a review session every time he/she has a test coming up. It is better that the student does not become too dependent on the tutor; this will result in less stress for the tutor throughout the semester.

4) Don't procrastinate. Don't wait for three weeks to fill out weekly contact slips or timesheets or to get in touch with a tutee who is not showing. The stress will remain until the task is completed. Finish tasks right away and get rid of excessive stress.

5) Withdraw and hide periodically. Spend time relaxing or doing something enjoyable: forget about school and tutoring for awhile. The relaxed attitude will help release tensions at the present time and minimize the effects of stress later on.

> Expect to discover the best in people and they will do the same for you. We must be constructive in our thoughts and our attitude toward life.
>
> - George Matthew Adams

PEER COUNSELING

A. What's Peer Counseling?

B. Listening

   Eight Guides to Effective Listening

   The Listening Process

C. Counseling Comments on a Student in Distress

D. Helping Others - A Worthwhile Challenge

E. Referrals

WHAT'S PEER COUNSELING?

Oh! the miraculas energy that flows between two people who care enough to get beyond surfaces and games, who are willing to take the risks of being totally open, of listening, of responding with a whole heart. How much we can do for each other.

-Alex Noble

A peer counselor is a student like you. He or she is someone who cares about how you feel. Someone experienced in interpersonal skills who will listen to your concerns.

Want to sound off, think out loud, work out some anger, or talk quietly with warm, understanding person? Then peer counseling may be right for you.

Attending class, studying, taking exams are important in student life. So is keeping heart. A peer counselor will help you be successful by simply being someone you can count on.

LISTENING

Listening and caring are often all it takes to release your student's tensions and to give them a chance to put problems in focus for themselves. Everyone has a basic need to be heard and acknowledged. But how do you get reluctant students to open up? Ask questions. If something is really stressful, it's going to acknowledge that you have noticed something going on. Say: "I think you seem very sad (or mad, excited, happy, down, worried, etc.) today. Am I right?" Putting it this way does two things. By using "I think" or "I feel" you admit that you are interpreting their behavior. Asking if you're getting the correct message gives them a chance to communicate to you what their feelings are, or to back out if they wish. If they deny their feelings, that's their choice. Respect that.

Eight Guides to Effective Listening

1. Find areas of interest . . . The key to the whole matter of interest in a topic is use. Whenever we wish to listen efficiently, we ought to say to ourselves: "What's he saying that I can relate to. Is he having problems which I have experienced before?"
2. Judge content, not delivery . . . (Tell yourself) I'm not interested in his personality or delivery. I want to find out what he knows. Does he know some things that I need to know before we can work the problem out?
3. Hold your fire . . . Learn not to get too excited about a student's point until we are certain we thoroughly understand it. The Secret is contained in the principle that we must always withhold evaluation until our comprehension is complete.

4. Listen for ideas . . . Good listeners focus on central ideas; they tend to recognize the characteristic language in which central ideas are usually stated, and they are able to discriminate between fact and principle, idea and example, evidence and argument.
5. Work at listening . . . Listening is hard work. It is characterized by faster action, quicker circulation of the blood, a small rise in bodily temperature. The overrelaxed listener is merely appearing to tune in, and then feeling conscience-free to pursue any of a thousand mental tangents.
6. Resist distractions . . . A good listener instinctively fights distraction. Sometimes the fight is easily won--by closing the door, shutting off the radio, moving closer to the person talking, or asking him to speak louder. If the distraction cannot be met that easily, then it becomes a matter of concentration.
7. Keep your mind open . . . Effective listeners try to identify and to rationalize the words or phrases most upsetting emotionally. Often the emotional impact of such words can be decreased through a free and open discussion with someone else.
8. Capitalize on thought speed . . . Most persons talk at a speed of about 125 words a minute. There is good evidence that if thought were measured in words per minute, most of us could think easily at about four times that rate. It is difficult almost painful--to try to slow down our thinking speed. Thus we normally have about 400 words of thinking time to spare during every minute a person talks to us . . . Not capitalizing on thought-speed is our greatest single handicap. The differential between thought-speed and speech-speed breeds false feelings of security and mental tangents. Yet, through listening training, this same differential can be readily converted into our greatest single asset.

What do you do if your student pours out all kinds of troubles? Never ever give advice. If it flops, guess who gets blamed. But let's take this back one step further. Before you get into a situation where you're the "peer counselor," get in touch with your own attitudes. You need to be able to see your student as a friend, an equal, and as being capable of overcoming their problems.

You need to know what problems you can or cannot handle. If you know you disapprove of people who use drugs, have premarital sex, or anything else, get outside help for your student with problems in those areas. Know your own limitations.

If you're already deep into the problem and you start feeling uncomfortable, insecure, or frustrated with your student's progress, it is time to bring in someone who can further help them.

It is grossly unfair to your student to continue trying to help them by yourself when you've already done all you can. You owe it to them and yourself to know when to ask for help. The following is a general guide to the listening process and problem solving.

THE LISTENING PROCESS

I. Listening

A. Be a friend. Sometimes just listening is enough.

II. Understanding

A. Empathize -- feel the problem; imagine yourself in the student's situation.

B. Ask lots of questions...Explore the problem with your student.

C. Always make sure you're both talking of the same thing. If she hates her boyfriend and you think she hates all men, you're going to have a dead end conversation.

III. Responding

A. Be genuine. Reveal your actual feelings. Don't say "you make me mad" or "you're wonderful." The first is an accusation; the

second won't be believed. Instead say "I'm mad at you; let's clear this up" or "I like you a lot."

B. Clarify issues. Help your student see discrepancies. "You want to be a doctor, but you don't want to take chemistry. Can you get around that requirement?"

C. Offer to help look for solutions. Make it clear that your student is responsible for the results.

IV. Helping

A. **Brainstorm.** Write down every idea the two of you can come up with to solve the problem. At this point, do not evaluate suggestions. Just write them down. Brainstorming is supposed to be fun and a little ridiculous.

B. Ask the student to list goals and values related to the problem. Ask him to work out an order of priority.

C. Evaluate. Ask the student to look over those brainstorm ideas and select the ones that best fit his goals and values. There need be no good-bad judgments. Just see what fits and what doesn't.

D. Consider limitations. Help your student face up to the fact that THE MOST DESIRABLE SOLUTION is sometimes unattainable.

E. Ask your student to choose a course of action.

1. Discuss with him the ideas he has chosen as meeting his goals.

2. Help him set up manageable steps to reach his goals.

F. Be there. Offer support, encouragement, and information.

G. Help him evaluate the success of the plan.

All or part of this process can be useful in solving nearly any type of problem. You can stop at whatever point the student feels satisfied.

COUNSELING COMMENTS ON A STUDENT IN DISTRESS*

This section suggests ways of dealing with students who are having difficulty in the classroom. Numerous helpful responses are suggested in the following list according to the level or intensity of the student's distress.

Awareness ... Level 1

A. Notice signs of distress:

- listless, inattentive
- no eye contact
- confusion over and/or ability to follow assignments
- change in behavior - decreased participation

Appropriate responses:

1. Try to engage student's interest
2. Avoid confronting or adding stress
3. Monitor to see if behavior continues; if it does another level is appropriate
4. Provide academic support
   - Give student feedback on progress of their work
5. Provide emotional support
   - Listen attentively when student talks

Action ... Level 2

A. Express concern directly to student if:

1. Continuation of previous signs of distress,
2. Increase in frequency or intensity of distress.

Spend some time thinking about what you intend to say to your students. One suggested model:

a. Describe the behavior that concerns you very specifically.
b. Express your feelings using "I" statements, i.e.: "I am irritated or worried about you."
c. Specify to the student what your expectations are for them.
d. Consequences of student's behavior should be pointed out. Feedback, both positive and negative, is very important.

*Counseling Center, WSU.

Referral ... Level 3

Sharing Referral Resources:

Sometimes the student's needs are specific and can be met by sharing information about programs or resources available on campus. Specific problems and the appropriate referral resource include:

1. Medical fears or complaints
   Refer to Student Health Services: Ext. 3620

2. Reading/writing problems
   Refer to Learning Resources Center: Ext. 3705

3. Financial Concerns
   Refer to Financial Aids: Ext. 3430

4. Career decisions and emotional difficulties
   Refer to Counseling Center: Ext. 3440

5. Personal growth needs
   Refer to Counseling Center: Ext. 3440

6. General information
   Refer to Informed Sources: Ext. 3243
   University College: Ext. 3700

Assistance ... Level 4

Signs of Distress which indicate direct referral to the Counseling Center is necessary include:
- Emotional complaints
- Unable to discuss problem with you
- Student did not respond to previous suggestions
- Verbal signals of upset, low self-esteem, i.e.: "I can't do anything right."
- Extreme distress, "it's no use" statements, talk of hurting self or giving up.

There are two important things to remember when attempting to be helpful. One is that when you try various approaches the student may choose to reject them all. The other is that your concern and desire to help may have more of a positive effect than you'll ever know.

Helping Others - A Worthwhile Challenge*

This portion of the peer counseling section is based on a paper written for a college social work course as a mid-semester learning experience assignment. The student explored the helping process as the major responsibility of the social worker. Ideas and excerpts from the paper are presented here because as is the case with the social worker, the major responsibility of OPERATION SUCCESS is to help others strive and achieve success in all areas of their lives.

Helping is a purposeful response to a student's needs. A tutor needs to be able to develop and improve on methods to help with a purposeful response to a range of problems. The tutor "should use an approach or single model - and be careful when intervening in others' lives to help them help themselves, not hinder them." For a one-on-one relationship with the student, the tutor must develop a planned, purposeful process with the student as much as possible. Both must understand the plan and its implications. "Planning must have purpose (goal) - but plan is subject to change (always offer alternatives)." In the role of peer counselor, the tutor must be flexible and sensitive and be able to get at the facts to help the student help themselves. The tutor must respect the student's rights, show interest and concern, be objective at all times, be as empathetic as possible, recognize and respect the student's values, and avoid imposing personal moral judgements.

The tutor needs to be aware of the student's appearance, mood, and feelings and how this will affect the purposeful process toward alleviating the problem. "Observation is always goal-directed." The tutor must be sensitive to the student's value structures and feelings. If the tutor does not agree or feel they can deal with the subject area of the student's problem they should give the student an appropriate referral.

An important aspect of the helping process is communication. Positive communication has to be compatible with the general interest of the student and expressed on their level. "This may mean paraphrasing your thoughts, and talking then in terms/dialogue the student can understand, which relates to his problem/interests." Remember to remain open-minded and flexible as much as possible. It's important not to take an unchangeable position; know your limitations and don't be afraid to admit you don't have the answer to the problem. Your concern and desire to help may have more of a positive effect than you will ever know; it's definitely a worthwhile challenge.

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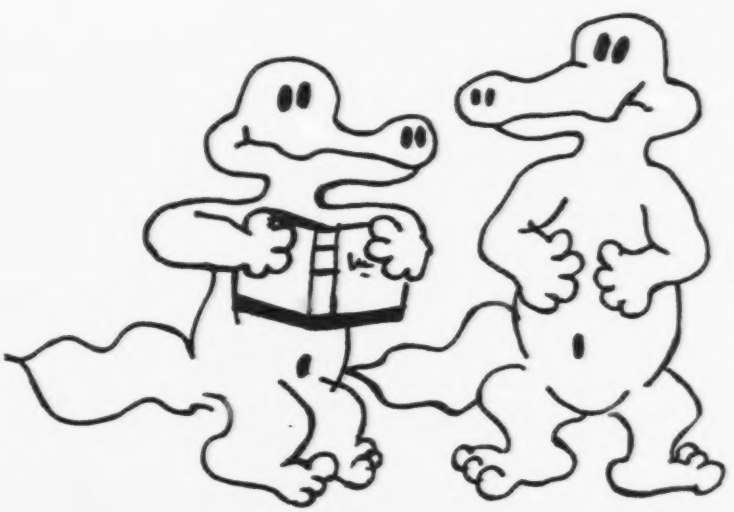
*"Helping Others - A Worthwhile Challenge", by Janita Riedl Atakpa



REFERRALS

Refer your student to other sources when:

1. You are not comfortable dealing with their problems or
2. Others have the expertise or power you lack to get something done.

When making referrals, don't give your student rejection complexes. Make it clear that you will continue to be involved in the helping process, but that this agency or person is equipped to help both of you work on the problem. Available resources in problem solving include your program counselors and the Counseling Center. A good technique to follow when making a referral is:

1. Call the "referred to" person or agency in the presence of the student. Help set up the first appointment.
2. Accompany your student to that first appointment when possible. This gives her security and provides you with a learning experience.
3. Follow-up. Ask the student what she learned and how she plans to use her new knowledge. Find out if she's making it to all her appointments. Make sure she's happy with the agency's service.

Referrals are an important part of your work. Yes, you are a mature, capable person but none of us (Well, hardly any of us) know everything. Humility is the essence here.

Finally...A Few More Words About Knowing Yourself...

Ask yourself:

1. Where am I most effective? What problem areas am I especially equipped to handle?
2. Where am I least effective? What problems upset me too much? Frustrate me? Frighten me? Disgust me?
3. Am I prepared to admit it when a problem is more than I can handle alone? (This applies to your own problems as well as your student.)

4. Do I know where I'm going in life? Do I know who I am? Is my life fairly stable right now?

IF THE ANSWER TO ALL OF THESE QUESTIONS IS "YES," YOU DIDN'T READ THEM. TRY AGAIN.

Know yourself. If you're aware of similarities between yourself and your students, ycu'll have rapport. If you're aware of your feelings toward your students and their problems, you'll have honesty.

Finally, don't get hooked on other people's problems. Care, yes, but don't get trapped into taking actions that are your student's responsibilities.

Throughout the semester, we're going to work together cn improving peer counseling skills. If you have questions or suggestions, bring them up. We'll work them in. There are not hard-fast rules in problem solving. What works for you is what you should use.

> The best teacher is not necessarily the one who possess the most knowledge but the one who most effectively enables his students to believe in their ability to learn.
>
> - Norman Cousins

LEARNING THEORIES/LEARNING STYLES

A. New Ideas on Learning Theory

B. Teaching-Learning Interaction

1. This I Believe
2. Information about Recall, Memory and Review
3. Acting vs. Reacting

C. Diagnosing Learning Styles

1. Discover Your Academic Strengths
2. How Well Do You Listen?
3. Through Which Senses Do You Learn Best?

NEW IDEAS
ON
LEARNING THEORY

Recent brain research has led to new ideas on the theory of human learning. "The brain does not usually learn in the sense of accepting or recording information from teachers... it actively constructs its own interpretations of information and draws inferences from it." About five sixths of the human brain is dedicated to language and much of our thinking involves language. Studies of the brain indicate that talking plays an essential role in learning. Discussing activities explaining ideas, arguing, exchanging experiences with others and all other forms of talking strongly promote learning. But by not encouraging students to talk and discuss concepts in class, but merely to sit idle and take lecture notes is interfering with the process and development and enhancement of basic communication skills.

Another modern view, based on the brain research, is that learning should be viewed as the acquisition of programs or sequences for achieving various goals. For example, all through life first as an infant, then as a child and finally as an adult we learn to do things by using programs or sequences. An infant learns to drink from a cup by building a set of programs: grasp the cup, hold it, pick it up, put it to the mouth, etc. Therefore, learning is not just remembering an instructor's lecture but by participating and doing: building and using specific programs for achieving specific goals.[1]

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[1]Hart, Leslie A. - "Don't Teach Them; Help Them Learn", Learning, 1981.

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Don't Teach Them; Help Them Learn

Teaching-Learning Interaction *

There exists a dynamic interactive process between learning and teaching. Both processes are affected by and affect the learner. Teaching can be defined as "a process of deliberate decision making and action which makes learning more probable and more predictably successful than it would be without that teaching".[2] There are four major properties to consider when making decisions about the teaching-learning actions. These properties include motivation, management, instruction, and search for meaning. A brief explanation of each property follows.

Motivation results from processes involved in arousing, directing and sustaining student learning.[3] The effects of these processes will be either positive or negative. Major factors in the motivation process to consider are interest, level of concern, success rate, feeling tone, and praise or reinforcement. There exists a close alliance of the motivation process with the student's personality and how the student interacts with the instructional environment and the teacher.

Management, the second property mentioned, consists of strategies and skills designed to establish and maintain desirable social, interpersonal, and instructional behaviors. Major factors to consider in the management task include behavioral expectations, daily routines for instruction and class activity, and management methods for correcting the misbehavior of individuals. These factors emphasize the importance in all management

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[2]Hunter, M. "Controversy in Education", Sanders.

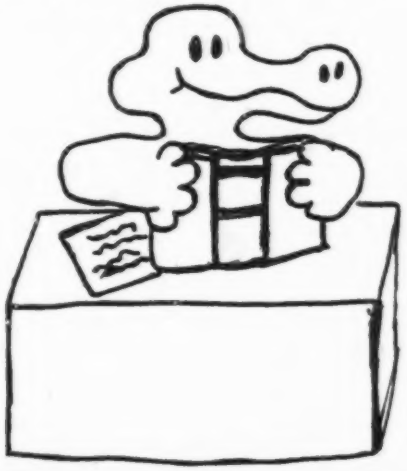
[3]Ball, S. "Motivation in Education".

*These materials were developed by John T. Wilson for Evaluation Specialists of Iowa for their DATA-FACT evaluation materials for the improvement of teaching.

methods of teaching of appropriate behavior. Management therefore can be seen as an ongoing teaching process necessary in establishing and maintaining an effective environment for the action of learning.

The third property, instruction, can be defined as the purposeful design of a strategy that will develop desired responses and outcomes in a specific group of learners. For all instructional methods, the emphasis should be placed on the acquisition and retention of subject content, as specified by the instructional objectives and expectations. Establishing readiness, modeling and input, feedback and monitoring and independent practice are all major factors to consider in designing appropriate instructional methods. Modification of specific strategies can be made according to the level of instructional content and student eagerness to learn.

The final major property is search for meaning. This is the key to teaching beyond mechanical learning. Searching for meaning requires students to build associations and relationships appropriate to the level of instructional content and based on past experience. Past experience becomes a spring board for learning new ideas which are in turn integrated into their thinking, extending and raising their level of understanding. Due to the dynamic interaction of teaching with the learning process and efficient utilization of the four major properties learning can be made more probable and more predictably successful than it would be without that teaching.



THIS I BELIEVE

ABOUT LEARNING:

* Learning is a personal matter.
* Pleasure, success and curiosity increase learning.
* All learning is individual.
* Learning to learn, to change and to grow is each student's need.
* Learners differ in ability, style, rate, areas of interest and talents.

ABOUT TEACHING:

* Good teaching increases diversity in students.
* The challenge of teaching is the "Problem of the Match."
* Good teaching techniques are effective with learners of all ages and abilities.
* Good teaching develops learner independence.

ABOUT CREATIVITY:

* Creativity is a quality of people not equipment.
* Environment can stimulate or inhibit creativity.
* Creativity increases learning.

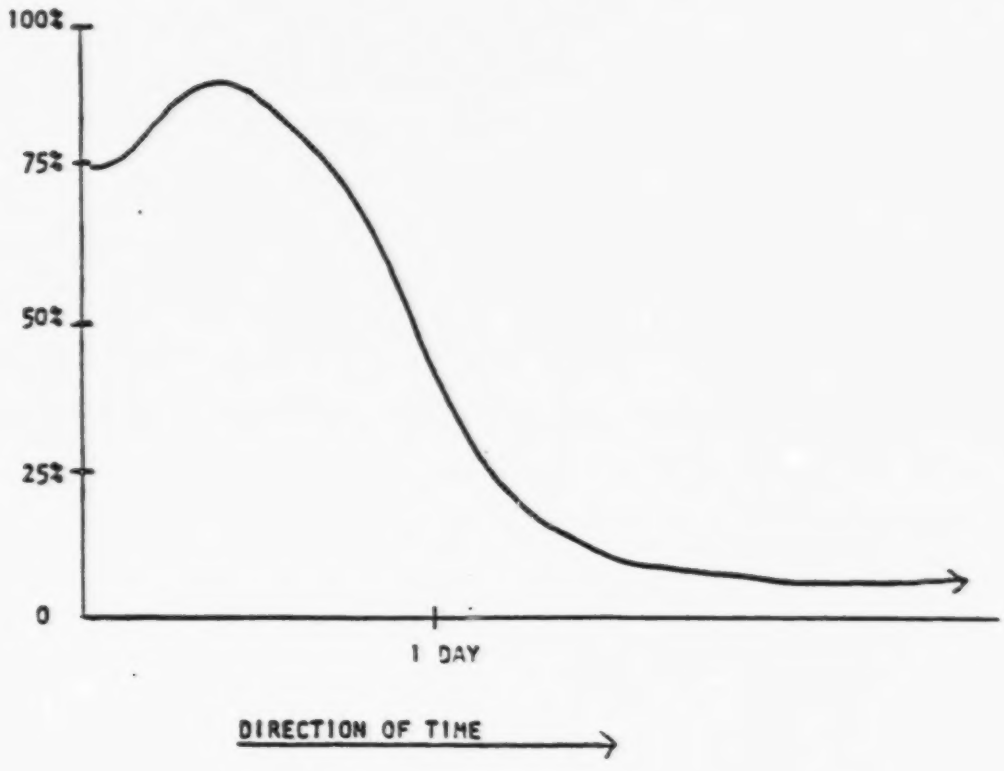
Creative Learning Association
Charleston, IL 61920

INFORMATION ABOUT RECALL, MEMORY AND REVIEW

WE TEND TO RECALL:

- more at the beginning and ends of learning periods;
- more of items which are associated by repetition, sense, rhyming, etc.;
- more of things which are outstanding or unique;
- considerably less of things from the middle of learning periods.

The following graph shows how human recall rises for a short while after learning, and then falls steeply (80% of detail forgotten within 24 hours).



ACTING VS. REACTING

The fully human person is an Actor, not a Re-actor. The syndicated columnist, Sydney Harris, tells the story of accompanying his friend to a newsstand. The friend greeted the newsman very courteously, but in return received gruff and discourteous service. Accepting the newspaper which was shoved rudely in his direction, the friend of Harris politely smiled and wished the newsman a nice week-end. As the two friends walked down the street, the columnist asked:

"Does he always treat you so rudely?"

"Yes, unfortunately he does."

"And are you always so polite and friendly to him?"

"Yes, I am."

"Why are you so nice to him when he is so unfriendly to you?"

"Because I don't want <u>him</u> to decide how <u>I'm</u> going to act."

"Why Am I Afraid To Tell You Who I Am?", John Powel, S.J.; page 38.

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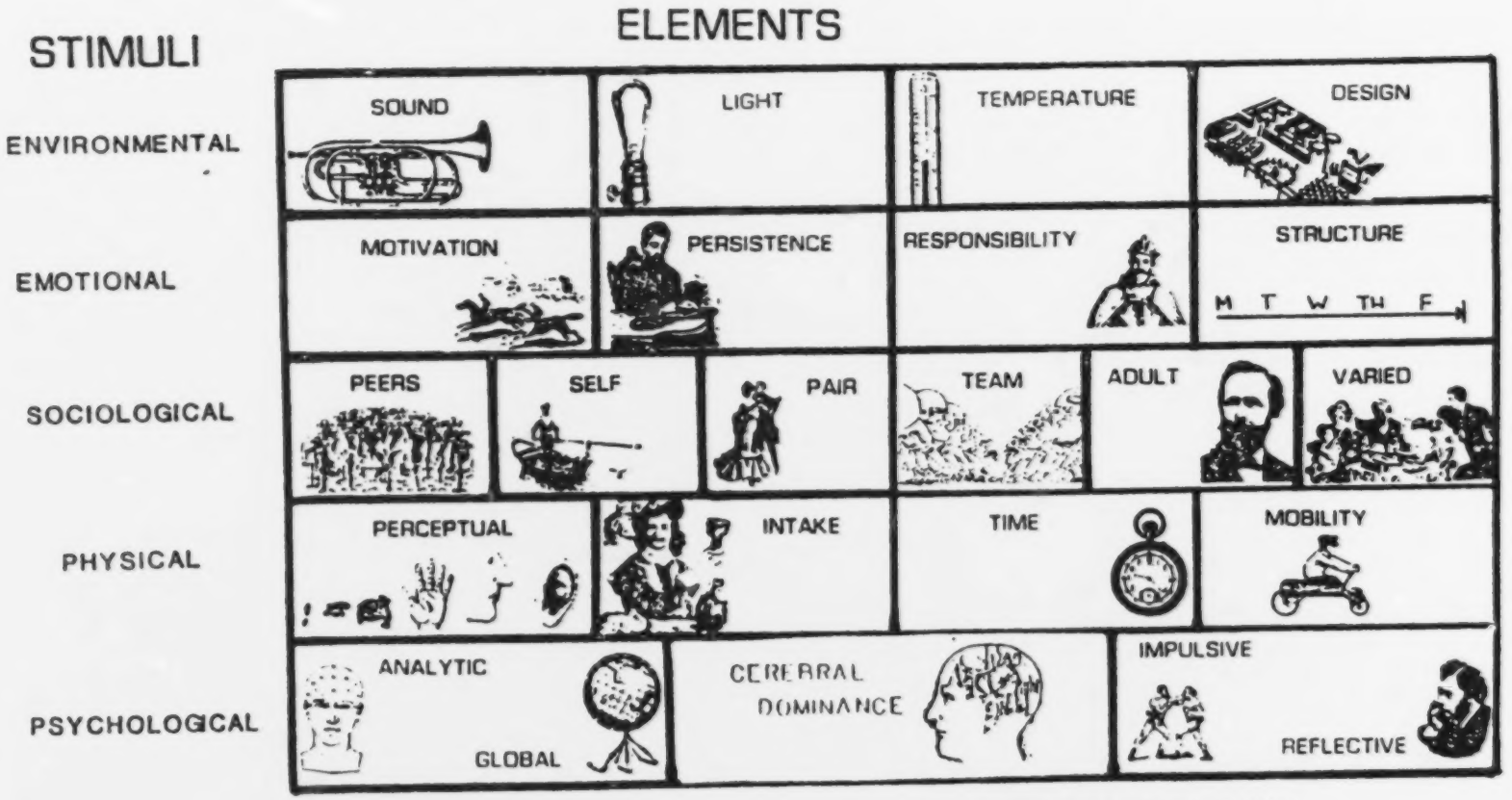
Diagnosing Learning Styles

There are five major stimuli to examine when diagnosing learning styles: environmental, emotional, sociological, physical, and psychological. Each stimuli is comprised of certain unique elements. By examining the presence of these elements or lack thereof the learning style for an individual can be determined.

Sound, light, temperature and design are the elements indicative of the environmental stimuli. The elements which constitute the emotional stimuli are motivation, persistence, responsibility and structural time management. Sociological stimuli are influenced by peers, self, pair combinations, team orientations, adulthood, and varied group activities. Perceptual sensations, physical consumption, time, agility and mobility are the major components which comprise the physical stimuli. Some of the traits of psychological stimuli are analytic reasoning, global perceptions, cerebral dominance, impulsive reactions and reflective thinking.

The research outlining the major stimuli and the elements constituting each one is attributed to Rita and Kenneth Dunn. They also devised a Questionnaire on Time which indicates the preferred functioning time for an individual based on their learning style.

DIAGNOSING LEARNING STYLES



DESIGNED BY: RITA DUNN
KENNETH DUNN

QUESTIONNAIRE ON TIME

NAME_____ DATE:_____

Directions: Answer True or False to each of the following questions.

TIME	True	False
1. I usually hate to get up in the morning.	____	____
2. I usually hate to go to sleep at night	____	____
3. I wish I could sleep all morning.	____	____
4. I stay awake for a long time after I get into bed.	____	____
5. I feel wide awake only after 10:00 in the morning.	____	____
6. If I stay up very late at night, I get too sleepy to remember anything.	____	____
7. I usually feel a "low" after lunch.	____	____
8. When I have to do a task requiring concentration, I like to get up early in the morning to do it.	____	____
9. When I can, I do my most concentration-requiring tasks in the afternoon.	____	____
10. I usually start the tasks that require the most concentration after dinner.	____	____
11. I could stay up all night.	____	____
12. I wish I didn't have to go to work before noon.	____	____
13. I wish I could stay home during the day and go to work at night.	____	____
14. I like going to work in the morning.	____	____
15. I can remember things best when I concentrate on them:		
a. in the morning.	____	____
b. at lunchtime.	____	____
c. in the afternoon.	____	____
d. before dinner.	____	____
e. after dinner.	____	____
f. late at night.	____	____

Answer all the questions a - h

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Consistency Key: Preferred Functioning Time

Early Morning		Late Morning		Afternoon		Evening	
True	False	True	False	True	False	True	False
8	1	5	3	3	7	2	6
14	3	12	8	5	8	4	8
15a	5	15b	9	9	11	5	14
	10		10	12	13	10	
	11		11	15c	14	11	
	12		13	15d		13	
	13		14			15e	
						15f	

(A fairly equal distribution among all four categories usually indicates that the time of day or night is not an important factor.)

Totals:

Early Morning		Late Morning		Afternoon		Evening	
True	False	True	False	True	False	True	False
3	7	3	7	6	5	8	3
10		10		11		11	

DISCOVER YOUR ACADEMIC STRENGTHS

Match the following statements with the appropriate skill:

A = Learning Styles
B = Scheduling
C = Concentration
D = Study Skills
E = Listening & Note-Taking
F = Test-Taking
G = Writing
H = Speed Reading

Each skill has 2 or 3 applicable statements.

1. I want to learn how to read my text books faster. _____
2. I never know where to start when I sit down to study because I have so much to do. _____
3. I can do the lab exercises, but I can't understand the text. _____
4. I take a lot of notes, but it seems what I think is important to take down is not what is on the test. _____
5. I memorize my notes, but none of the questions come from my notes. _____
6. My instructor says my ideas are good, but I don't know how to organize my topic. _____
7. It takes me an hour to read ten pages in a novel. _____
8. I have good intentions of studying, but when I sit down I can't concentrate. _____
9. I hate to read this material because there is so much to read, and I don't know what to look for. _____
10. I don't see the relationship between my math homework and the problems on the test. _____
11. My instructor says I'm not supporting what I'm writing. _____
12. I try to write down everything the professor says, but I can't get it all down. _____
13. I cram all night but it doesn't help at all. _____
14. I allow 5 hours at a time for studying, but my mind wanders after 2 hours and I can't finish my assignments. _____
15. My teachers give me so much to do, they must think their class is my only class. _____
16. I miss important ideas in lectures because I don't hear what I should. _____
17. My roomate and I both took the same essay exam. We covered the same material in our papers, but he got a 3.5 and I got a 2.0. _____
18. My instructor says my major purpose isn't clearly stated. _____
19. I have twelve books to read this term; I know I can't read them all. _____
20. How can I get all my studying done when I am involved in so many activities? _____
21. I read my materials, but I don't know what I read. _____

Problems Indicative of Various Academic Difficulties

If your student and/or you yourself are having academic difficulties, you need to determine the exact problem so you can take the proper steps to solve the problem.

Use the statements below to direct you to help in your areas of concern and help you know your academic strengths.

Learning Styles (Applicable Statements: 3, 10, and 16)

- I can do the lab exercises, but I can't understand the text.
- I miss important ideas in lectures because I don't hear what I should.
- I don't see the relationship between my math homework and the problems on the test.

Scheduling Time (Applicable Statements: 2, 15, and 20)

- My teachers give me so much to do, they must think their class is my only class.
- How can I get all my studying done on time when I am involved in so many activities?
- I never know where to start when I sit down to study because I have so much to do.

Concentration (Applicable Statements: 8 and 14)

- I have good intentions of studying, but when I sit down I can't concentrate.
- I allow 5 hours at a time for studying, but I lose concentration after 2 hours and can't finish my assignment.

Study Skills (Applicable Statements: 1, 9, and 21)

- I want to learn to read my text books faster.
- I read my material but I don't know what I read.
- I hate to read this material because there is so much to read, and I don't know what to look for.

Listening and Notetaking (Applicable Statements: 4 and 12)

- In lecture, I try to write down everything the professor says, but I can't get it all down.
- I take a lot of notes, but it seems what I think is important to take down is not what is on the tests.

Test-Taking (Applicable Statements: 5, 17, and 13)

- I memorized my notes, but I still did terrible on the test.
- My roommate and I both took the same essay exam. We covered the same material in our papers, but he got a 3.5, and I got a 2.0.
- I studied all night and still did poorly on the test.

Writing (Applicable Statements: 6, 11, and 18)

- My instructor says my ideas are good, but I don't know how to organize my topic.
- My instructor says my purpose for writing isn't clearly stated.
- My instructor says I'm not supporting what I'm writing.

Speed Reading (Applicable Statements: 7 and 19)

- I have 12 books to read this term, but I read so slow I know I can't read them all.
- It takes me an hour to read 10 pages in a novel.

1. Dr. Nichols has devised a special Listening Index for use in analyzing your bad listening habits. Check up on yourself, but be honest!

HOW WELL DO YOU LISTEN?

How often do you indulge in ten almost universal bad listening habits? Check yourself carefully on each one, tallying your score as follows:

For every "Almost always" checked, give yourself a score of 2
For every "Usually" checked, give yourself a score of 4
For every "Sometimes" checked, give yourself a score of 6
For every "Seldom" checked, give yourself a score of 8
For every "Almost never" checked, give yourself a score of 10

HABIT	FREQUENCY					SCORE
	Almost always	Usually	Some-times	Seldom	Almost never	
1. Calling the subject uninteresting.	____	____	____	____	____	____
2. Criticizing the speaker's delivery.	____	____	____	____	____	____
3. Getting overstimulated by some point within the speech.	____	____	____	____	____	____
4. Listening only for facts.	____	____	____	____	____	____
5. Trying to outline everything.	____	____	____	____	____	____
6. Faking attention to the speaker.	____	____	____	____	____	____
7. Tolerating or creating distractions.	____	____	____	____	____	____
8. Avoiding difficult expository material.	____	____	____	____	____	____
9. Letting emotion-laden words arouse personal antagonism.	____	____	____	____	____	____
10. Wasting the advantage of thought speed.	____	____	____	____	____	____
					TOTAL	____

TOTAL SCORE INTERPRETATION: Below 70---you need training. From 70-90---you listen well. Above 90---you are extraordinarily good.

11. Illustrate the point that "We are all partial, narrow, biased, walled around by our own memories and habits." What are the implications of this situation on us as listeners?

Ask yourself the following questions. Circle the letter before the number only only if your answer is YES.

T 1. My handwriting is quite good.

V 2. I enjoy silent films, pantomime or charades.

A 3. I'd rather do a music activity than an art activity.

A 4. I prefer listening to tapes than viewing an activity.

A 5. I spell better out loud than when I have to write words down.

A 6. I find it easier to remember oral presentations than when I read.

A 7. I find that I understand material better if I read it out loud.

A 8. I am often the last person to notice that something has been added to a room.

V 9. I find that I learn better if something is shown to me.

V 10. I find that I learn better if I read the material.

A 11. I find that I learn better if I hear the material.

V & A 12. I find that I learn better if I hear and see the material at the same time.

V 13. I find that I often need to ask people to repeat what has just been said.

V 14. Sometimes in an oral presentation I find myself tuned out when I am really trying to pay attention.

T 15. I use my hands a great deal when I speak.

V 16. I have had speech therapy.

T 17. Unless I am looking directly at the speaker I have trouble understanding.

T 18. I would rather demonstrate how to do something than tell it.

V & A 19. I have trouble remembering unless I write things down.

A 20. I find that a full page of small print mixes me up when I try to read it.

21. The easiest way(s) for me to learn something is to:

a) read it
b) hear it
c) see it in pictures
d) try it
e) write it in my own words
f) explain it to someone
g) draw a diagram or picture of it

You may be a visual learner, auditory, tactual-kinesthetic or a combination. Your highest totals indicate your strengths.

Total V's circled _____ visual

Total A's circled _____ auditory

Total T's circled _____ tactile

> An education isn't how much you have committed to memory, or even how much you know. It's being able to differentiate between what you do know and what you don't. It's knowing where to go to find out what you need to know. And it's knowing how to use the information once you get it.
>
> - Anonymous

STUDY SKILLS

A. Note-taking

1. How to read textbooks
2. How to take lecture notes

B. Examinations

1. Preparing for an exam
2. Taking an exam

C. Study Time Management Plan

1. Time management principles
2. Time management sheet
3. Study skills inventory

How to Read Textbooks

Since you spend a significant amount of time reading each semester, it is important to read as efficiently and effectively as possible. One of the most popular reading methods is the SQ3R Study Technique. An outline of this technique is shown on the next page. The first step is to "survey" the chapter. Next, you should develop a "questioning" attitude. The "3R" represents "read, recite, and review" which are the final steps in this process. Two other tasks are associated with reading the textbook; these are underlining and/or editing information in the textbook and taking notes on the textbook.

The underlining method used is important because if done correctly, it can be particularly helpful in reviewing for examinations. Some guidelines to follow when underlining include:

1. Read a comprehensible portion of the material first. Efficient underlining is done after the first reading which is necessary to determine what is important of what is read.
2. Capture the author's main points.
3. Underline only a few words or phrases which form sentences to represent the author's key ideas.
4. Edit your material. Some suggestions for editing include:
    a. Use a variety of marks. You may want to underline main idea phrases, circle important names and dates, or use brackets for an entire paragraph.
    b. Write summary words in the margins.
    c. Avoid overmarking. Usually, just a phrase or two in an important sentence is enough. Important paragraphs can be bracketed instead of underlining every sentence.
    d. Review your markings quickly after you have finished an assignment and before you close the book. This retards forgetting and leaves you with an overview of the main points of the assignment.

These guidelines and suggestions as well as more information on each area can be found in "How to Study Your Textbook" published by the Study Skills Center.

The second task associated with reading the textbook is taking notes on what you have read. Note-taking forces you to concentrate and many find it helps keep them awake. The activity of writing out one-sentence summaries for each paragraph breaks up the solid reading of a chapter. For reviewing purposes later on, it is also much easier to go back to several pages of notes for one chapter rather than to the twenty to thirty pages of the chapter itself. Some guidelines from the Study Skills Center to follow for taking notes on textbooks include:

1. Use Statement Pie. This method is based on the idea that everything written has 2 elements, a statement and a pie. Statements are usually found at the beginning or end of paragraphs. Pie is the information which proves the statement. Record by writing statement and pie in outline form. Pie will explain the statement by giving information, proof or examples of a statement.

2. Finish reading before taking notes. Never write a note until you have finished reading a full paragraph or headed section.

3. Be extremely selective. Pick out the essentials and write them concisely. When you begin to write a summary that is longer than the paragraph, you haven't separated the main ideas from the supporting material. Reread the paragraph to get the author's main idea.

4. Use your own words.

5. Be swift. Read, go back for a mini-overview, recite the author's main idea and then write it in your own words.

Now that you have your notes, remember them. Read over your notes to make sure they are clear and you understand their meaning and they will make sense weeks or even months later. When studying, study one section of your notes at a time, repeat a section until you are able to successfully reproduce the material. Reproducing material you have read implies learning the material and not just memorizing. What better way to prepare for an examination than by being able to actively recall your notes without looking at them.

THE SQ3R STUDY TECHNIQUE

K. Sue Castleberry

Northern Illinois University

Survey

S

1. Titles
2. Subtitles
3. Pictures & captions
4. Introductions
5. Summaries
6. Maps and charts

Read to get the general idea of the chapter. This tells you what the chapter is about. Now you have an idea of where you are going and what to expect.

Question

Q

1. Make the subtitles into questions.
2. This gives you a real reason for reading.
3. The questions will help you concentrate on the subject you are reading.
4. Work on one subtitle at a time.

Read

R

1. Read to find the answers to the questions.
2. The answers you find will be the important facts and details.
3. Don't do anything except read.

Recite

R

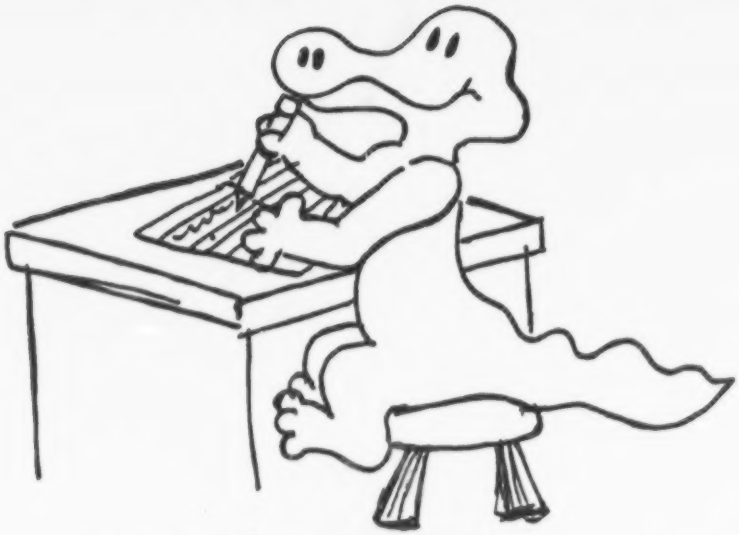
1. Go back and ask the questions again. Can you answer them? If not, skim to find the answers again.
2. Underline -- Remember! Underline the outline!
3. Do any other work with the chapter which as been assigned.

Review

R

1. Usually class discussion will serve as first review. If you have underlined well, you can review the chapter anytime -- intelligently.
2. Review periodically -- once every week.

THE SQ3R ROUTINE WON'T WORK -- UNLESS YOU USE IT!



How to Take Lecture Notes

The procedures to follow when taking lecture notes will increase the amount you learn from the lecture. To listen to a lecture most successfully and with greater understanding, it is helpful to preview the material in advance. By checking the assignment sheet, you can get a fairly accurate indication of what the instructor will be lecturing on whether it be the assignment in the text itself of topics related to the assignment but not covered in the text. If you have a clear idea of the textual material, this will enable you to perceive how the lecture material related to the subject as a whole.

The next procedure is effective listening. "You must listen with your mind as well as your ears to learn!"

Guidelines to follow include:

1. Think about what is being said; concentrate, think, and reason.
2. Look for the general plan, the theme, of the lecture.
3. Listen for ideas, implications, and significance - not merely words and facts.
4. Listen for special emphasis and cues that important points are being presented.

The next procedural step is to make sure you take good notes on a lecture; this will help you concentrate on the lecture and fix in your mind the ideas the instructor covers. The notes will serve as an effective and simple means of review later on. Here are several principles to learn and follow in order to take notes more effectively.

1. Record the instructor's ideas in your own words; if you can put it in your own words, you probably understand the topic.
2. Be brief; to speed up your note-taking, develop your own "shorthand" for hard-to-write words. Do not include unnecessary words such as a, an, or, the, or prepositions and conjunctions that will not affect the meaning of thought if excluded.
3. Do not try to write down everything the instructor says.
4. Make notes of ideas and not merely topic headings.
5. Take as many notes as you conveniently can.
6. Systematize your notes as soon as possible. Spread out your notes somewhat as you take them. This will enable you to jot down additional ideas you remember when you are reviewing later.

It is important that you review your notes within twenty-four hours of hearing the lecture. This will increase your memory and comprehension of ideas presented. Also, you can learn and review general and non-technical material by writing a summary of it yourself; this indicates you have perceived the importance and implications of what you have heard.

Ideas in this section on lecture note-taking are excerpts from "How to Study" by Thomas F. Staton.

Preparing for an Examination

The Association of American Publishers Student Service published a booklet entitled "How to Prepare for Examinations". In it, Mimi O'Hagan discusses six overall steps to take to successfully prepare for a test. The six steps suggested are:

1. Make a term study plan
2. Use good review techniques
3. Develop a confident attitude
4. Organize pre-exam hours
5. Pace the exam carefully
6. Reassess your grades and work.

The first step consists of developing a daily schedule at the beginning of each semester and finding a study area conducive to learning. Other points to remember include the caution not to overtax your memory and the necessity of taking legible class and study notes. Each period of study should be no longer than 1 or 1½ hours. Also, note that forgetting takes place most rapidly immediately after learning; therefore by going over the main points for 10 to 15 minutes after a class will help reinforce your memory. One last element of this step is that is important to set time aside for both study and review. Study refers to the learning of new material for the first time, whereas review is critical because it strengthens the retention of this new knowledge.

Major elements of the second step, use good review techniques, include:

a. plan your review systematically and consistently
b. make and use summary notes as a review and/or a self-test
c. try to predict exam questions
d. ask your professor what he recommends for pre-test work
e. utilizing group reviewing in addition to reviewing on your own
f. avoid cramming.

By following a regular study and review schedule, you should not have to cram the last day before a test, mid-term or the final. Review for weekly quizzes should take a maximum of 15 minutes, a mid-term exam 2 or 3 hours and a final exam 5 to 8 hours. Preparing for a final should take place over the two weeks prior to exam day. You should organize a schedule that allows time for rest and relaxation, with no longer than 1 or 1½ hours of review at one time.

Step three is to develop a confident attitude. The formation of good study habits will help develop confidence. The test does serve a good purpose in that it gives you an opportunity to know how well you are doing and where your weaknesses are so you can correct them.

Organizing pre-exam hours, step four, is very important. Factors associated with this step include reviewing a maximum of 3 hours the day before the exam, eat and sleep well so you are refreshed, stay calm by doing some exercises, taking a walk or taking deep breaths and lastly, arrive a few minutes before exam time to get a good seat where there's little or no distractions.

The final two steps convey important factors when taking an exam.

Taking an Examination

Step number five was to pace the exam carefully. Important elements to remember include:

1. Listen to or read the instructions and then start reading through the entire test.

2. Budget time for each question.

3. Think carefully about one question at a time.

4. For an objective test (multiple-choice, true-false, or comparable type) this procedure is suggested.

   a. Read an item through quickly, with high concentration, and answer on the basis of your first impression.

   b. Then re-read the item, asking yourself what it really means, expressing its thought in your own words.

   c. Ask yourself if your original answer still appears correct, but do not change your answer because of a mere doubt. Change it only if you find clear indication that it is wrong and another is right.

   d. Always keep in mind that your instructor is not attempting to trick you in the questions. So don't out-smart yourself looking for devious, tricky interpretations and ignoring the obvious, straightforward meaning.*

5. For an essay test,

   a. Jot down key words and outline your answer on a piece of scratch paper.

   b. Write legibly so your writing can be easily read by the instructor.

   c. Express yourself according to what or how much the instructor wants you to write. Look for cue words such as analyze, compare, define, discuss, evaluate, explain, prove, review, summarize, etc.

   d. Finish each question as well as you can and leave some room at the the bottom for possible additions.

   e. Make answers as concise and clear as possible.

   f. Re-read everything carefully after you have answered all of the questions. You may have left out a key word or remember some other points.

The final step in the examination procedure is to reassess your grades and work. When you get the exam back, compare the answers to the textbook and your class notes in order to find out why or how you answered incorrectly.

If you don't understand your instructor's marks, ask him where you went wrong. Learn by your mistakes and go on to the next phase of enjoyable and successful college work.

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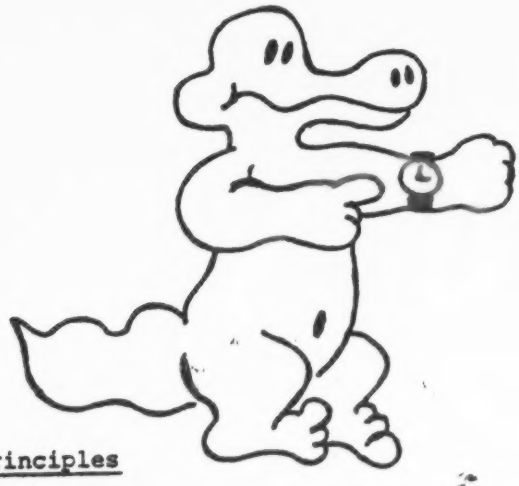
*Element 4 is an excerpt from "How to Study" by Thomas F. Straton.

STUDY TIME MANAGEMENT PLAN



Time Management Principles

*In participation courses such as Math or Languages you should reserve some time just before class to review your daily lesson. In this way, you'll be ready to do your best in class.

*Preparation and review for a lecture type of class is generally best following class.

*Break long periods of study with short relaxation periods. (5 to 10 minute breaks after every hour).

*It's much more effective to study a subject one hour each day for 5 days than cramming 5 hours of studying into one day. Those hours in between classes are easily wasted. Using them for reviewing materials already known from previous study will result in more free time for partying or whatever.

*Plan to study hardest subjects first. Not only will your mind be freshest while you're doing your hardest work, but you can switch to something more interesting when you begin to feel tired.

*Study at times best for you and study according to what you have to get done.

*Borrow time--don't steal it! Whenever unexpected demands arise that take up study time planned, decide <u>immediately</u> where you can trade off free time to make up for the missed study time.

Preparing a Daily Activity Sheet

*Step #1. Record fixed time commitments: write in all your scheduled activities. (Classes, work, etc.).

*Step #2. Schedule activities essential to daily living. Set aside some time for eating, sleeping, dressing, etc.

*Step #3. Schedule review times. Reserve time for reviewing either before or after class.

*Step #4. Block off recreation time. (partying, watching TV, dating)

*Step #5. Scheduling preparation periods. For each course, schedule sufficient time for preparing assignments. The amount of time will depend upon the difficulty of the course, the grade you want to get out of it, and the efficiency of your study methods. Preparation periods should be scheduled at times when interference is at a minimum and should be long enough to permit the accomplishment of a good amount of work. Be sure and write the name of each subject in all time periods when you plan to study.

OPERATION SUCCESS TIME MANAGEMENT SHEET

WEEK OF _____

Time	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
AM							
7:00							
8:00							
9:00							
10:00							
11:00							
Noon							
PM							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							

Seven Tips to be a Successful Student

1. Attend class regularly.
2. Review class notes regularly.
3. Study for tests systematically.
4. Prepare for examinations in advance.
5. See your instructor immediately if you are confused.
6. Develop a study plan that includes recreation.
7. Visit OPERATION SUCCESS, 309 Grace Wilkie Hall.

STUDY SKILLS INVENTORY

Things you can do:

- Review lecture notes at home
- Outline the chapters in the textbook
- Don't skip classes...GO GO GO!
- Dedicate at least 2-3 hours to studying each night
- Use spare time wisely
- Study according to what you have to get done
- Keep up or stay ahead of the class; never let an assignment fall behind schedule
- Exercise and relax at least one hour a day/evening to get your mind off everything
- Study at times best for you, not when someone else says to; if midnight is your best time, study then
- When you have decided to study, DO IT; don't let friends or family deter you
- Read the chapter before and after the instructor has lectured on it
- Be flexible in your study hours, but put forth the effort
- Write things down when you are trying to learn something

- Utilize daily planning and pre-planning

- Have will power and persevere

- Use different study techniques for different types of material and tests

- Learn to trust your judgment in regard to what to study and what not to study

- Practice self-discipline and project a positive attitude

- Try to review and learn things as fast as possible and closest to the date that it is first explained

- Be unconcerned about the exam and its consequences (grade) while taking it; you will do better when you are not nervous

Things that instructors can help you do:

- Inform you on which professors and classes to take

- Help you in getting to know professors in your department

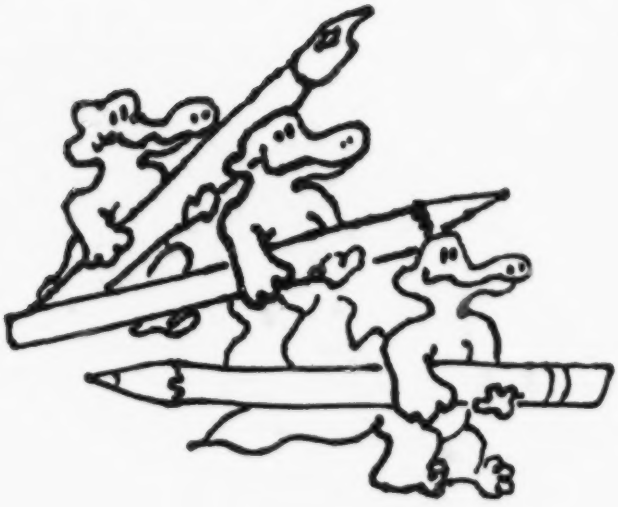
- Be more helpful if you let them know you want to learn and that you are interested and care

Things that your peers can help you do:

- Form study groups

- Know someone who has had the class you need or instructors you will have so you can get old notes, an idea of the way a certain instructor grades, etc.

- Find someone in a class to work and share ideas with



"SPECIAL STRATEGIES FOR MOTIVATING YOUR STUDENTS"

by

Mario Ramos

1. Begin by setting a clear set of objectives. This can be accomplished in the tutor contract.
2. Display some enthusiasm about the subject you are tutoring. Remember enthusiasm is contagious!
3. Build on your students existing interests.
4. Help your students develop self confidence.
5. Help your students raise levels of aspirations. If they seek only a C in the course encourage them to get a B or A.
6. Give each student an opportunity to experience success.
7. Challenge each student to do the best work.
8. Provide informational feedback.
9. Give the achiever public recognition. If they do a good job go ahead and recognize this accomplishment.
10. Stimulate your students to think for themselves.

Tips to remember when trying to motivate your students.

1. Remember some students do fear failure thus will be ready to strive to succeed.
2. Some students like approval through scholastic achievement.
3. Try to boost your students' ego!

These strategies are not always going to work for every student you may tutor. Remember your students are all different and they must be treated as individuals.

TRY TO UNDERSTAND AND CAPITALIZE ON YOUR STUDENTS'

needs
interests
goals
aspirations
unconscious motives
drives
urges
values
attitudes
potentialities
anxieties
beliefs
perceptions
developmental characteristics
etc.

AND USE A VARIETY OF STRATEGIES AS

modeling
positive reinforcement
negative reinforcement
performance objectives
curiosity/stimulation
contingency management
discovery methods
grades
tests
programming
contracts
assignments
games
simulations
etc.
competition
cooperation
punishment
verbal approval
verbal disapproval
questions
explanations

THAT WILL ENABLE YOUR STUDENTS TO

experience a feeling of success
receive tangible or symbolic rewards
be granted certain privileges
acquire or maintain a feeling of personal worth
develop a more favorable self-concept
win your praise
earn parental approval
gain peer-group recognition
feel good about themselves
enjoy themselves
overcome their fears
satisfy their needs
reduce their drives
resolve their conflicts
grow in self-confidence
etc.

AND HELP TO BRING ABOUT

scholastic achievement

FIGURE 1. A Model for Classroom Motivation. This model can be used to help you to organize some of the concepts that are discussed in later chapters and to guide you in planning your own motivation program.

Source: "Motivation on Understanding and Influencing Human Behavior" by Walter B. Kolesnik; Allyn & Bacon, Boston, 1978.